



BEHAVIOUR AND EMOTIONAL REGULATION POLICY

This policy was approved by the Local Advisory Board in :	July 2024
The policy owner is:	Garrick Green Infant School
This policy will be reviewed by the LAB in: (unless earlier review is recommended by the Trust)	July 2025
Policy Version	1.1
Signed by Chair of LAB	Mr Jason Tipple

Behaviour and Emotional Regulation Policy

(Including Physical Interventions)

Introduction

Garrick Green Infant School is part of The Wensum Trust family of schools. The Wensum Trust sees positive relationships in schools as being central to the well-being of children, their families and staff and the foundations of an effective learning environment.

This policy therefore sets out a clear framework for our school approach to positive behaviour and relationships. It aims to promote relationships as a key strategy where we understand each other, enabling everyone to work together with the common purpose and aim to help all children to be the best that they can be.

This Behaviour and Emotional Regulation Policy links to the other policies we hold in school:

- [Safeguarding Policy \(Including Child Protection\)](#)
- [Equality Policy](#)
- [Health and Safety Policy](#)
- [Online Safety Policy](#)
- [PSHE Policy \(including RSE\)](#)
- [Wensum Trust Mental Health, Well-being and Emotional Regulation](#)

Aims

At Garrick Green we want every member of the school community to feel valued and respected and to behave in a considerate and respectful way towards others.

We want to help our children to grow in a safe, secure and attractive environment, and to become positive, responsible and increasingly independent members of the school and the wider community. Our Behaviour and Emotional Regulation Policy is designed to ensure that our school vision '**Learn to be happy, be happy to learn**' is embedded in everything that we do. Emotional wellbeing and self-regulation strategies to improve children's behaviour, self-esteem and their ability to learn are central to this.

Our Ethos

'Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult, encourages you to help them through their distress.'

At Garrick Green we recognise that behaviour is a form of communication and often reflects a child's emotions or feelings. Our Behaviour and Emotional Regulation Policy is grounded in the belief that we are able to develop our ability to self-regulate our emotions, our actions and responses. Adult and child relationships are essential for this to occur. Children who feel safe, secure, seen, and soothed through adult's interactions, are guided to develop

resilience, confidence, self-regulation and the ability to form healthy relationships in the future.

We value and understand that every child has had a unique set of early life experiences and we recognise that a child's ability to self-regulate can be impacted by many things. Consequently, we consider each child as an individual and we cultivate a non-judgmental, curious and empathic attitude towards behaviour.

We maintain clear boundaries and high expectations around behaviour and understand that in order to help children feel safe, their educational environment needs to be high in both nurture and structure. Some children need more support than others to manage their emotions and self-regulation skills, in order to meet our behaviour expectations. We therefore understand that being 'fair' is not about every child getting the same (equality) but about every child getting what they need, at their individual stage of development.

A fundamental part of our philosophy is our 'Relational Approach' - developing positive relationships with all of our children, our families and all adults. We define 'relational' as *'Being mindful of our relationship with all children and adults, and using opportunities to support them by forming and sustaining quality relationships'*.

Our Approach to Promoting Emotional Regulation

Emotion Coaching

Garrick Green staff are social, emotional and learning role models for the children and use emotion coaching at least 60% of the time to help children understand, regulate and reflect on their feelings and behaviour. Every member of staff is trained in Emotion Coaching.

Step 1: STAR (Stop, Think, Attune, Reflect)

We make a connection with the child before we correct their behaviour. We are curious and try to think what feelings might be behind the behaviour. We empathise with their feelings, (not their behaviour). We use language such as *'I wonder if you are feeling upset because your sister isn't at school today and you wanted to stay at home too?'* and *'I wonder if you are feeling cross because you had such a lovely weekend and you would like to be at the beach again, instead of coming to school?'*

Step 2: Label and Validate the Feelings

We validate their feelings and label them, using language such as *'I can see that you are frustrated.....'* *'I noticed that you were very excited about.....'* *'I would feel like that too'* *'It's OK to feel like that'*.

We ensure that the child understands that we all have positive and negative feelings, and that there is no shame attached.

Step 3: Set limits on the behaviour

When the child is calm, (and if needed) we set limits on the behaviour, discussing that although it is ok to feel a particular way it is not ok to behave in a certain way. We will also talk about school rules or expectations that may have been broken. We use language such as *'I know that you feel angry because you didn't want to share the toy, but you know that*

we look after our toys and it is not acceptable behaviour to break them,' and 'No! Stop! It is not acceptable to kick other people!'

Step 4: Once the child is calm and relaxed, explore the problem/incident with them

Once the child is calm again, we support them to think about what the problem was, what their feelings were, how they could have reacted differently and what the consequence is going to be. This aims to empower the child to do something positive about their behaviour and supports them to self-regulate if faced with a similar situation in the future. We use language such as *'Do you remember what you did....can you think of what you could have done instead?'* and *'Can you remember what we planned last time?'* and *'What do you think needs to happen now?'*

When rules have been broken, the child should be supported to reflect, repair and problem solve to help them meet rules and expectations. Consequences will still be applied wherever appropriate, in line with school policies, however, individual circumstances and the child's stage of development will be considered.

Appendix 1 shows the Breakwell Assault Cycle which helps adults to develop an understanding of the five stages involved in violence, assault or physical aggression, what to expect to happen and how to reduce the frequency of it happening again. It emphasises how long it can take for a child to be ready for step 4 of Emotion Coaching.

Appendix 2 shows our behaviour support threshold and explains what the adults should be doing when children are displaying different levels of behaviour.

Calm Corners

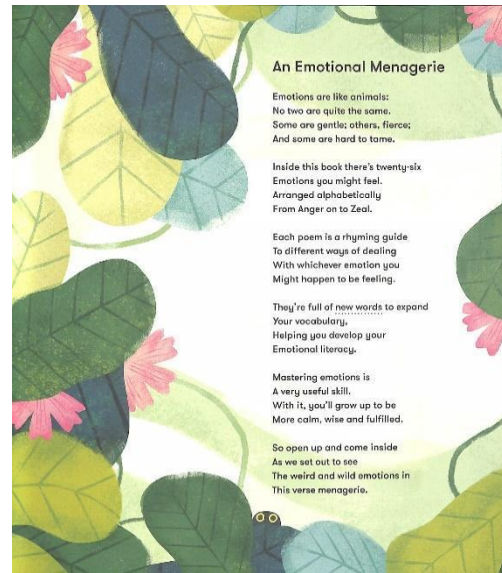
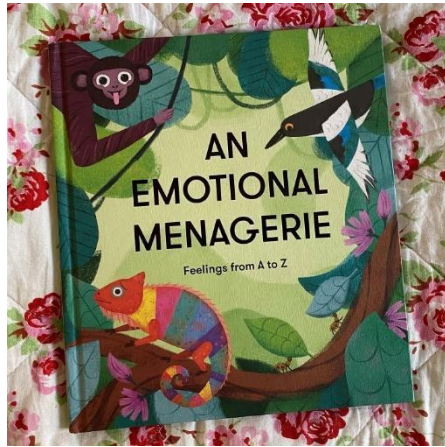
Each classroom has a 'Calm Corner' which provides children with a designated safe place that they can go to, either when encouraged or when they feel the need. In this area there is a comfortable chair which has a subtle rocking motion, and a 'Calm Caddy' containing a range of resources to help them regulate e.g. sensory toys and objects, yoga prompts, fidget toys, ear defenders.



We recognise that children will not all want to go to the 'Calm Corner' when in a heightened state, so we ensure that they know they can take the caddy to a place where they feel safe.

Emotions displays

Each class has an Emotions and Feelings display which children have contributed to and which is regularly updated so that it doesn't become 'wallpaper'. These displays are very visual and help children to recognise and label feelings. They also give children prompts and strategies for self-regulation e.g. yoga poses and breathing techniques. There is a copy of 'An Emotional Menagerie' on display in each room and this and other emotion themed books are regularly dipped into to extend children's emotional literacy.



Flipping-your-lid

Each class teaches the 'flipping-your-lid' lesson every half-term and revisits it as and when necessary. They use the hand brain model to help children imagine what is going on in their brain when they get upset, angry, over excited etc so that they can identify and cope with these emotions more effectively. Each classroom has a poster of the hand brain model for children to refer to.



Assemblies and RSHE

Our assemblies follow the half-termly themes of our PSHE Programme (Jigsaw) – these themes are:

- Being Me in my World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me



High quality stories that link to each theme are chosen for assemblies, ensuring that our approach to emotional regulation is embedded in all aspects of school life. Stories often have a 'flipping-the-lid' part, or a part when children can reflect on the character's feelings and associated behaviour. We give them opportunities to talk about when they have felt the same and we discuss what the consequences could be and what they have learnt from the story or what message it is giving.

Mindfulness DOTS

Every class has a short lesson each week where they are taught Mindfulness DOTS (Mindfulness in Schools Project) by a teacher qualified to do this. Through the week, teachers throughout the school carry out mindfulness practices with their class at appropriate moments. The lessons are designed to be flexible to meet the needs of the children and give them self-regulation strategies to add to their tool-kit. Children are encouraged to use practices that they know work for them, to try and self-regulate.



Yoga

We have two teachers who are qualified to teach yoga to young children and we use their expertise to deliver a weekly lesson to each class. Teachers also carry out yoga bursts through the week, to help children regulate and to promote a sense of calmness.



Day of Calm

We have an annual whole school Day of Calm where children are immersed in a range of calming activities through the day, to give them additional strategies for their toolkit.



Examples include bubble blowing, barefoot walking in the grass, cloud staring, drawing to music and studying the grass through magnifiers

We recognise that none of the above will suit each and every child – our aim is to provide them with a range of resources and techniques to draw on when they need to. We pride ourselves on knowing our children well so that we are aware of and recognise certain triggers and behaviours. This means we can work with them before their behaviour escalates, drawing on and using strategies and resources that they are familiar with.

Calm Keepers

Each year, Y2 children can volunteer to be Calm Keepers. They are trained by members of staff to use the language of Emotion Coaching at playtime and lunchtime, to help support children who they notice are worried, lonely, upset or frustrated. They work on a rota system and have regular meetings to check how it is going.

Our Expectations of Behaviour

Behaviour at Garrick Green always comes back to our vision statement ‘Learn to be happy, be happy to learn’ and to our school song:

We expect children to know our school vision statement and song and to recognise that their behaviour can impact on their own and others' happiness and opportunities to learn.

We set the expectation that everyone at Garrick Green has the right to be happy and to be happy to learn. We think together about how to achieve this and encourage behaviours such as:

*'Garrick Green, Garrick Green,
Where we work as one big team.
It's a good, fun, caring school,
We welcome everyone.
We think learning is such fun.'*

- ❖ Help and encourage others
- ❖ Try your best
- ❖ Be honest and fair
- ❖ Be polite
- ❖ Respect and listen to others
- ❖ Look after our school

We have a set of playground rules in addition to the general school rules and children know that they are expected to abide by these before and after school, as well as during the school day. They are generally linked to keeping safe:

- Get off bikes and scooters at the gate and wheel them to the racks
- Put litter in the bins
- Use the toys properly and put them away when you have finished playing with them
- Use the climbing frame, trim trail and tyres safely and sensibly
- Walk on the playground but feel free to run on the field
- Leave the trees, bushes and flowers alone
- Talk to people in the school grounds but not to people at the fence unless a school adult is with you
- Have respect for the Calm Keepers

Positive Strategies to Support Behaviour at Transition Times

We recognise that transition times, both throughout the school day, and at the end of each year, can be challenging for many children, so we support them with these to try to avoid unnecessary anxiety and distress which can result in negative behaviour.

We give children as much warning as possible when an activity is about to change, when they need to tidy up or when something out of the ordinary is going to happen – these warnings are verbal but there is also a visual timetable in each class so they know what is coming up. Visual sand timers are also used to support some children with transitions.

At the beginning of the school year, and for as long as necessary, an adult accompanies each class as they go to assembly, to lunch, to the library etc. Children know that once they can be trusted as a class, they will be able to transition without an adult.

Some children benefit from participating in a quick sensory circuit session, for example at the end of the day to ease the transition from school to home, or from breaktime to ease into the next lesson.

End of year transitions to new classes or to Junior School are handled sensitively. Teachers have allocated time to talk to the new teacher and each class has transition sessions towards the end of the summer term in their new class. Information that is transferred to the next class or school includes behaviour and safeguarding information, as well as academic.

At the start of each academic year, two weeks are spent on making sure children are ready to learn. This includes revisiting rules and expectations, practising applying these and getting the class into a routine.

Children starting in Reception have a home visit where staff chat to both the child and the parents/carers, to build a relationship and to gain any useful information about the child's life so far which will help with a smooth transition to school. They do some half day sessions with half a class at a time before starting full time so that the rules, routines and expectations can be modelled and practised in smaller groups.

Praise and Rewards

There is an emphasis on ensuring that children understand that the rules and expectations are in place to help everyone at Garrick Green to be safe, happy and able to learn and achieve.

We ensure that children understand and follow the rules and expectations through having good adult role models, stories, discussions and reminders. Whilst we want children to make good choices of their own accord and without being constantly reminded, we promote positive behaviour in our day to day practice. Examples of how we do this are:

High quality teaching

Giving meaningful feedback about work

Having high standards and expectations

Making our classrooms and other areas safe, tidy, interesting and exciting places to learn

Offering a wide range of activities during and after school

Positive reinforcement of good learning behaviours

Recognition of and praise for self-regulation

There is also a place for specific praise, which is aimed at motivating others to make good choices too:

Choice Cards

If an adult recognises that a child has made a 'good choice' for example with their behaviour, their attitude or their learning, they write them a choice card. Once a week in assembly all of the choice cards are read out and celebrated by the whole school. One card is picked at random and that child chooses a prize.

Examples of choice cards are.....I tidied the Lego even though I wasn't playing with it; I offered my friend the last banana as they didn't like the apples; I helped X in PE when they were struggling with X; I took X to the Calm Corner as I could see they were getting cross.

Marvellous Me

Each week a child is nominated to be 'Marvellous Me' in the class. In EYFS, children share with the rest of the class what makes them the person they are. In KS1 the rest of the class tell the child why they think they are marvellous. These are displayed each week.

Team Points



We have three school teams which are named after the highest mountains of the UK – Ben Nevis, Snowdon and Scafell Pike. The team point station is situated in the corridor for all to see and each team aims to collect enough points to reach the top of their 'mountain'. There is a trophy and shield awarded to the winning team at the end of each school year. Team points are awarded each time a child gets a choice card, but also for demonstrating a good understanding of the school rules and expectations, for example for positive contributions in class, for team work, for challenging themselves, for home learning, for positive attitudes and behaviour.

Consequences

There is also a place for consequences when appropriate and to help children understand why their behaviour is not acceptable. As far as possible we make sure the consequence is a logical one which supports the child to use their own time to:

- Clear up any mess that they have made
- Fix any damage that they have caused
- Repair relationships with peers and adults
- Catch up with lost learning time
- Practice life skills such as lining up, listening to others, or using equipment appropriately

Examples of this are:

If a child has used unkind words/actions towards a peer or adult, they need to make them feel better by apologising, making a card or having a discussion with them

If a child has not played appropriately with a certain toy, they will be told that they can't use it anymore;

If a child does not complete their work in lesson time because they are being disruptive, they will have to complete it later instead of playing.

All of the above will be done alongside careful discussion with the child to ensure that they understand why there is a consequence and how they can repair any damage or upset caused by their words or actions. Staff will also take the child's individual circumstances and stage of development into account when considering what consequence to use.

If the consequence does not help and the behaviour continues, we will work more closely with the child, and if necessary the parents/carers, to work out why the behaviour is like it is and to develop strategies to help them.

If progress is still not made, we will engage with the SENDCo and external agencies to support us to support the child.

Further Consequences

Sometimes, further consequences and strategies are needed to protect the safety, security and stability of the school community. Each case is treated differently and in the best interest of the child concerned while at the same time considering the interests of the rest of the school.

Examples of further consequences are:

- Use of a separate learning space
- Support from an additional adult
- Time with the Family Support Worker
- Behaviour plan
- Communication book between school and parents
- Reduced or alternative timetable
- Strategies suggested by other professionals following observation

Removal from the classroom is to be used as a last resort following an unreasonably high level of disruption. Where possible, the child should be removed to a safe space where they can calm and self-regulate with support from a trusted adult.

Behaviour and Safety

The safety of children and staff is paramount at all times and when this is put at risk, staff need to act quickly to work together with the child, the family, the SENDCo, the Family Support Worker and external professionals to unpick the behaviour and develop a Behaviour Plan. This plan must be followed consistently at home and at school in order to support the child in the best possible way.

Use of reasonable force

It is agreed at Garrick Green Infant School that only those approaches identified through Norfolk Steps training should be used as reasonable force. Where possible any use of reasonable force should be completed with another member of staff present. Step On Training will be offered to all staff at the beginning of the academic year and staff should renew this training every two years. Step Up training will be offered to all staff where the school leadership team considers it to be needed.

Force is usually used either to control or restrain and is only used when it is reasonable, proportionate and necessary. This can range from guiding a child to safety by the arms using the standard open mittens approach through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.

As mentioned above, schools may use restrictive physical intervention to control children and to restrain them in order to ensure their safety or the safety of those around them. Control could be one of two types; passive physical contact, such as standing between children or blocking a child's path, or active physical contact such as escorting a child by the arms (using the open mittens approach) out of a classroom in order to ensure their safety or the safety of others.

Restraint means to hold back physically or to bring a child under control. It is only used in extreme circumstances where a member of staff judges the risk of harm to be substantial, for example when two children are fighting and refuse to separate without physical intervention. Again, it must always be reasonable, proportionate and necessary.

All acts of reasonable force will be recorded on CPOMS and Edukey for the child. Those parents/carers of children concerned will be informed if there is an incident involving reasonable force.

When Can Reasonable Force be used?

"Any restrictive intervention must be based on an assessment that intervention is likely to cause less harm than not intervening" BILD Restraint Reduction Training Standards 2019
In a school, physical intervention is used only where there is a risk of actual or foreseeable harm.

Staff will always seek to support children using the steps outlined above to work through dysregulated or crisis behaviour before the behaviour escalates to a point where it threatens or causes harm.

Harm can be:

- harm to self
- harm to others including emotional harm e.g. racism, bullying, homophobic language
- damage to property
- loss of learning

Physical intervention should always be used as a last resort, when all other approaches have been used and in response to a continuing risk of actual or foreseeable harm. Any physical intervention employed must be of the least intrusive type and used for the smallest amount of time possible. Physical intervention should stop as soon as the staff member judges that the risk of harm has passed or greatly reduced.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

No staff member should attempt physical intervention if they have pre-existing medical conditions or are concerned that they may put themselves or others at risk.

School staff must only use the methods learnt in their training and should always try to avoid acting in a way that might cause injury to children or themselves, but in extreme cases it may not always be possible to avoid injuries. If injuries occur as a result of physical intervention, the staff members concerned must report the injuries to the Head Teacher or a senior member of staff at the earliest possible opportunity. Medical assistance will be sought for any person injured as a result of physical intervention and a record of injury kept by the school and shared with an injured child's parents or carers.

Garrick Green Infant School can use reasonable force to:

Physically intervene with a pupil in a situation only where there is an actual or foreseeable risk of harm and other positive behaviour management techniques have not reduced this risk or the risk is immediate and severe.

The use of physical intervention must be based on evidence that the action taken was in response to actual or foreseeable harm. It must always be:

- Reasonable
- Proportionate
- Necessary

Physical intervention or restrictive physical intervention must NEVER be used to:

- 'punish' or coerce a child
- cause pain as a direct result of the technique
- have a negative impact on the process of breathing (positional asphyxia*)
- cause a sense of violation to the child

*Positional asphyxia can result when a person's shoulders are held forward of their hips sufficiently to restrict the natural movement of the diaphragm, abdomen and chest. Staff must never use a 'basket-type' or wrap hold where an adult's arms, the child's arms or their clothing is held in a way that could restrict the free movement of the diaphragm, abdomen or chest and negatively impact upon their breathing. This type of hold also presents an increased risk of injury to staff.

In addition, staff must NEVER:

- use clothing or belts to restrict an individual's movement
- hold an individual who is laying on their chest or back
- Push on an individual's neck, chest or stomach
- Extend or flex an individual's joints by pulling or tugging

Suspension and Exclusion

If behaviour is serious, for example if a child threatens the health or safety of other children or adults, a child might be suspended for a fixed term. If this continues without improvement, permanent exclusion might need to be considered. Please see the Wensum Trust Suspension and Exclusion policy for further detail.

Bullying

Bullying can be defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

Main types of bullying

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice based and discriminatory, including: Racial	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

Faith based Gender based Disability based	
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

All reports of any type of bullying will be treated seriously, including reports of bullying behaviour which have taken place outside of the school premises which are witnessed by a staff member or reported to the school.

Indicators of bullying:

- Being easily upset.
- Not wanting to play.
- Having frequent illness.
- Being reluctant to come to school.
- Deterioration in schoolwork.
- Becoming withdrawn.
- Refusing to say what's wrong.

If Bullying/Sexual Violence is witnessed, or reported by staff, children, or parents/carers, action should be taken as follows:

- Listen to all accounts of the incident by all parties concerned.
- Invite all parties to express their views and wishes.
- Negotiate and agree behaviour expectations with all parties if possible.
- Notice and reinforce acceptable behaviour.
- Set the limits of unacceptable behaviour.
- If unacceptable behaviour continues, apply consequences, such as those outlined in the section of this policy entitled 'consequences'.
- The head teacher, SENCo and Senior Designated professional should be informed of all instances of bullying/sexual violence.
- The head teacher will involve the parents/carers of both victims and perpetrators at an early stage.
- The SENDCo will support the class teacher in formulating Positive Behaviour Plans and will involve external agencies as appropriate.
- A risk assessment will be completed and monitored.
- Contracts of behaviour may be formed, involving children, parents/carers and staff, if risk assessed behaviours persist.
- Where contracts are not adhered to children may be excluded from school for higher risk sections of the school day.
- Persistence in these areas will result in fixed term exclusion.
- If there is no improvement, and bullying / sexual violence continues to be a threat to the safety or well-being of others in the school, then long-term exclusion will be considered, and in appropriate circumstances, applied.

Where serious violence is involved perpetrators will be permanently excluded.
All incidents of bullying / sexual violence should be recorded on CPOMS and discussed at the DSL meeting.
All children are taught that bullying is not tolerated at Garrick Green and that they should tell an adult if they are a victim of it or if they witness it
PSHE resources (Jigsaw) are used to support this area of the curriculum.

Roles and responsibilities

The Local Advisory Board

The Local Advisory Board is responsible for

- monitoring the Behaviour and Emotional Regulation Policy's effectiveness
- holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for:

- writing, reviewing and approving the Behaviour and Emotional Regulation Policy.
- ensuring that our school environment encourages positive and regulated behaviour
- ensuring that staff understand and deal effectively with heightened emotions and resulting behavioural responses
- monitoring how staff implement this policy to ensure rewards and consequences are applied consistently.

Staff

Staff are responsible for:

- implementing our Behaviour and Emotional Regulation Policy consistently
- modelling positive behaviour and being social, emotional and learning role models
- providing a personalised approach to the specific behavioural needs of particular pupils including creating a Behaviour and Wellbeing Support Plan for individual children in conjunction with the SENDCo as needed
- recording behaviour incidents on CPOMS
- the senior leadership team will support staff in responding to behaviour incidents.

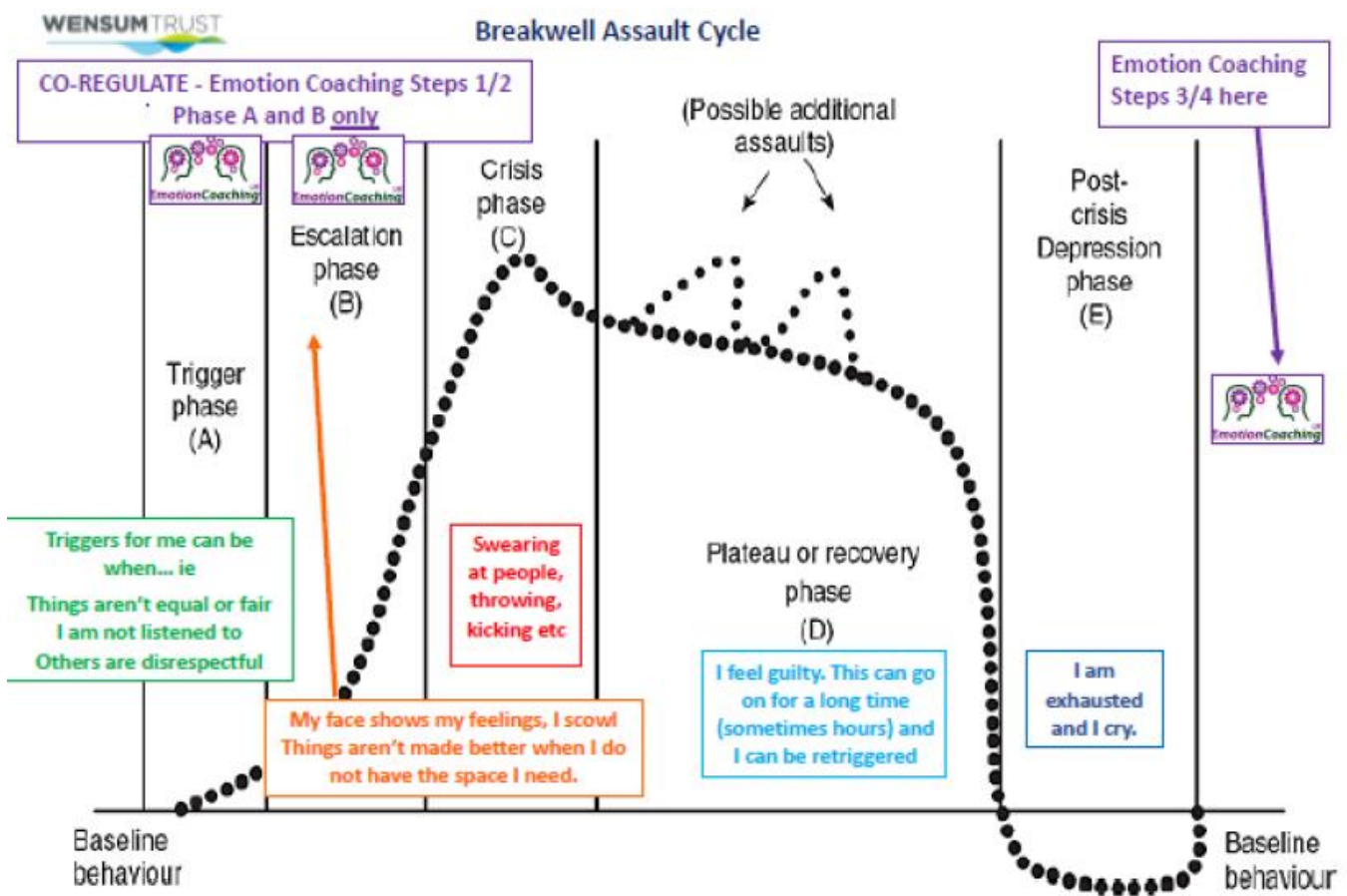
Parents

Parents are expected to:

- support their child in adhering to the expectations of the school
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with the class teacher promptly

Appendix 1

BREAKWELL ASSAULT CYCLE



BEHAVIOUR SUPPORT THRESHOLD

WHAT IS THE CHILD DOING?	WHAT IS THE ADULT DOING?
Child not following school rules	In class reminders, 'look', check in
Child continues not to follow school rules	Repeated reminders of rules followed by reminders of consequences
	Carry out natural consequences
Those children we know who struggle or... Child seems upset	Quiet conversation using EC step 1 and 2: I see you are upset, frustrated, worried... Suggesting child uses Calm Corner
Child begins to heighten	Suggest alternative strategies – either theirs or your own e.g. breathing, colouring, snack, trim trail, yoga pose, DOTS practice
Child continues to heighten	Stick with alternatives and guide child to calm space away from peers e.g. corridor, library, outside
Child continues to heighten	If possible, swap adults to someone who the child may respond better to
Child becomes unsafe: throwing, hitting, kicking, being destructive	Move child safely, with support if needed to agreed safe space, out of the classroom

Once in the safe space:

- first five minutes, minimal talk so the child knows this is not a special time with the adult or a time to set limits or repair
- Keep them safe and do not escalate further by asking questions or being negative
- If child starts to attack or spit, the adult can say 'I can't stay here if you do that but I'll be just here' (by the door), or swap adults

You can address the behaviour calmly, firmly and briefly, do not engage in argument, you need to show you care and not take anything personally or show your feelings:

" we use kind hands and kind words here"
 "we don'there, we have rules to follow"
 "I am here to keep you and everyone else safe"
 "When you are feeling calm we can leave"

As the child begins to calm, you may be able to engage in more conversation and calm them further, and start to make plans to repair.

Know the child

Do not rush into repairing or returning to class, consider whether the child is ready for this stage or whether their behaviour and stress levels would escalate again. Limit setting and repair work can take place later, even the next day, if that is the best thing for that particular child.

Take time to discuss with colleagues the need behind the behaviour – can we give them what they need before they escalate; does the child need a quiet place/time away from class/a different adult?